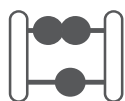




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# Thinking & Learning Conference

2014



23–26 May

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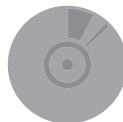


## Kathy Perez

Saturday 24 May

### Motivating Reluctant Learners

### Session 1



## KATHY PEREZ



Katherine Perez, a professor of education at Saint Mary's College of California, has over three decades of teaching experience from the preschool level through graduate school. A frequent presenter and enthusiastic "teacher cheerleader," she offers guidance to both novice and experienced educators. Perez is an international educational consultant, author, and motivational speaker, specialising in instructional strategies and creative approaches to literacy and professional development. She integrates state-of-the-art methods and research with passion and practical insights from her own classroom experiences.

Perez has taught in many diverse environments, including in Richmond and Oakland, as a general educator, special educator, reading specialist, and curriculum and staff development coordinator. In order to "keep it real," she balances her college courses and her work as a coordinator for the California Beginning Teacher Support and Assessment program by serving as a literacy coach in a San Francisco Bay Area middle school, engaging even the most reluctant learners with brain-friendly techniques.

Perez works with teachers, administrators and parents throughout the United States, Canada, Europe, the Caribbean, New Zealand, and Australia. For the past three years, she has conducted extensive training in Singapore and Hong Kong for the Ministry of Education.

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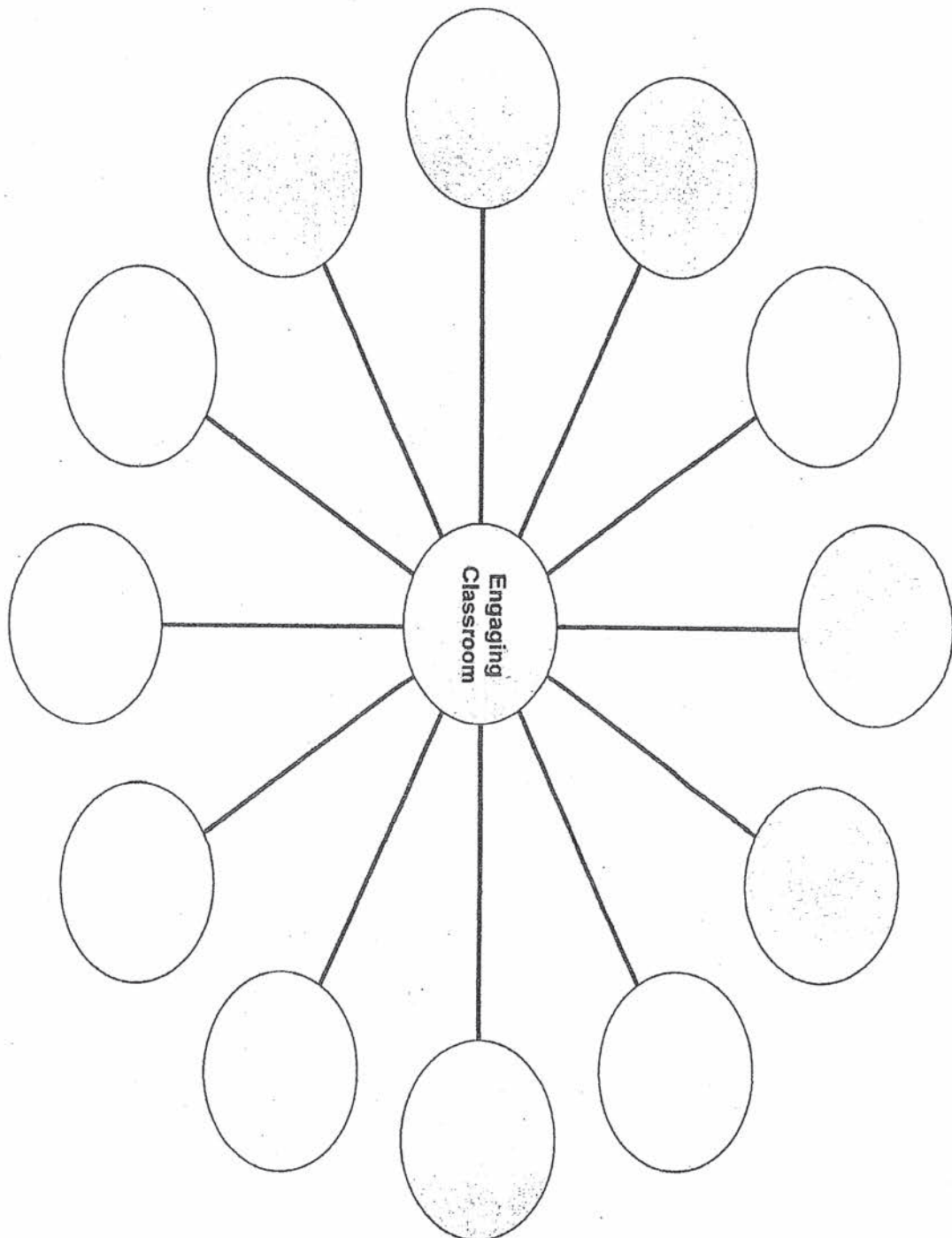
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# Motivating Reluctant Learners



**Dr. Kathy Perez**  
**[kperez@stmarys-ca.edu](mailto:kperez@stmarys-ca.edu)**





## Success Strategies for Teaching and Motivating ALL Learners

- Promote a school-wide appreciation of diversity and learning differences
- Make emotional connections with your students
- Make learning relevant
- Provide choices
- Build motivation and goal-setting into your classroom instruction
- Expect students to be responsible for their own learning. Teach them to understand their own learning styles and how to advocate for themselves as learners
- Teach to the multiple intelligences of all students
- Teach metacognitive reading, writing thinking strategies at all grade levels in all content areas
- Develop differentiated instructional practices to meet the needs of diverse learners
- Create a “Brain Friendly” Learning Environment
- Have FUN! ☺
- Understand the unique learning needs of advanced learners, special education students, twice-exceptional learners and ESL/ELL learners





# KEY ELEMENTS

- **Climate**

*Is the classroom a safe, nurturing place in which students can take risks with their ideas?*

- **Knowing the learner**

*What can be done to immediately appeal to varied learning styles, multiple intelligences, or ability levels?*

- **Assessment**

*What are some easy-to-use informal assessments that can immediately gauge student understanding during learning episodes?*

- **Adjustable assignments**

*How can learning activities be easily adjusted for total group, small group, pairs of students, or students working alone?*

- **Instructional strategies**

*What brain/research-based strategies could be employed, such as graphic organizers, webbing, or role-play?*

- **Curriculum approaches**

*Can learning centers, projects, problem-based activities, inquiry, or learning contracts be utilized?*

## A Checklist for Brain Based Differentiated Classrooms

### **B**rain organization & building safe environments

- ☐ Do students feel safe to risk and experiment with ideas?
- ☐ Do students feel included in the class and supported by others?
- ☐ Are tasks challenging enough without 'undo or-dis stress'?
- ☐ Is there an emotional 'hook' for the learners?
- ☐ Are there novel, unique and engaging activities to capture and sustain attention?
- ☐ Are 'unique brains' honored and provided for? (learning styles & multiple intelligence)

### **R**ecognizing and honoring diversity

- ☐ Does the learning experience appeal to the learners' varied multiple intelligences and learning styles.
- ☐ May the students work collaboratively and independently?
- ☐ May they 'show what they know' in a variety of ways?
- ☐ Does the cultural background of the learners influence instruction?

### **A**ssessment

- ☐ Are preassessments given to determine readiness?
- ☐ Is there enough time to explore, understand and transfer the learning to long term memory? (grow dendrites) Is there time to accomplish mastery?
- ☐ Do they have opportunities for ongoing, 'just in time' feedback?
- ☐ Do they have time to revisit ideas and concepts to connect or extend them?
- ☐ Is metacognitive time built into the learning process?
- ☐ Do students use logs and journals for reflection and goal setting?

### **I**nstructional Strategies

- ☐ Are the expectations clearly stated and understood by the learner?
- ☐ Will the learning be relevant and useful to the learner?
- ☐ Does the learning build on past experience or create a new experience?
- ☐ Does the learning relate to their real world?
- ☐ Are strategies developmentally appropriate and hands on?
- ☐ Are the strategies varied to engage and sustain attention?
- ☐ Are there opportunities for projects, creativity, problems and challenges?

### **N**ew Models

- ☐ Do students work alone, in pairs and in small groups?
- ☐ Do students work in learning centers based on interest, need or choice?
- ☐ Are some activities adjusted to provide appropriate levels of challenge?
- ☐ Is testing out used to allow for enrichment and fast tracking?
- ☐ Is integrated curriculum, problem based and service learning considered?

Gayle Gregory, 2000

## ENGAGING THE BRAIN: INTERACTIVE LEARNING

Make sense out of it: Use a variety of senses.

Want to stimulate? Simulate.

Access strong emotions: Make a point.

Link to Memory: Use mnemonics/acronyms

Dramatic Story Sequencing

Body Vocabulary: Using the body for recall

Repetition. Repetition, repetition? 10 minutes, 48 hours, 7 days

Show it, you know it!

Use a concrete reminder: objects, symbols, signs

Just do it! Use role play.

Use Music: Mood setting, anchoring memory, reflection.

Mapping the Mind: Focus on visual Learning

Chunking Information for meaning

Put hands on learning.

Partner to Partner: Interactive summaries

Use Multimedia: Make a video or audio tape







## Change The State Before You Change The Behavior

40+ State Changers  
You Can and May Have Used

Change Where You Stand In The Room  
Written Posted Affirmations  
Wear Special Hat/Clothes  
Make Faces  
Expressions  
Special Gestures  
Video/Overhead  
Mime  
Stand On Chair Or Table  
Point To Something  
Visualization  
Stand Still  
Mindmap Material  
Turn Your Back On Group  
Hold Up Object  
Change Lighting  
Magic Trick  
Leave The Room  
Stretch Break  
Ball Toss/Footbag/Pillow  
Drink Water  
Change Seats  
E-K Cross Lateral  
Play Simon-Sez  
Touch/Find Objects  
Invent Ways To Shake Hands  
Lazy 8s, Thumbs In Circles  
Hi-Five/Shoulder Pats  
Games, Manipulatives  
Stomp Feet/Cross Arms-Recross

Read With Passion Out Loud  
Laugh/Tell Joke  
Sing/Use Whistle  
Group & Team Work  
Change Tonality  
Oral Affirmations  
Use Of Music  
Bang Desk/Slam Door  
Ask Questions  
Partner Re-Teach  
Discussion  
Student Teaches  
Repeat What Was Just Said  
Scream, Pause, Silence  
Sound Effects  
Knock On Door  
Use Several Names  
Repeat After Me  
Potpourri  
Food  
Flowers  
Popcorn/Fresh Bread  
Take A Deep Breath  
Go Outside/New Room  
Animal Introduced  
Move Chairs  
Role Play/Theater  
Stomp Feet  
Sub-Divide Group  
Tell A Story

*Dr. Rich Allen*

## Keeping Students Engaged

### Task Cards

- When students come in the room they either get out their task cards or go to the designated area and get out their task cards. The teacher can also signal them to get their task cards at any time
- These cards tell students what to do, provide scaffolding for those who need it, and gives expectations of due dates and behavior.
- These task cards can be given to individual students who are doing particular curriculum, or to multiple students working on the same essential questions but at different rates, or to a group of students working on the same project.

### Personal Agendas

- Every meeting needs an agenda and so do students. This is just a list of what they are going to today or for a short period of time.
- These instructions can be handed out, posted on the “Agenda Board,” or scrolling with a power point.
- Again, these can be individual, interests groups, or team activities

### Anchor Activities

When students finish early they are return to their seats to do one of these anchor activities or after whole class instruction half or part of the class does anchor activities while the other students move onto their task cards or agendas.

Possible anchor activities:

Assigned Reading

Web Search

Journaling

Organizing their work

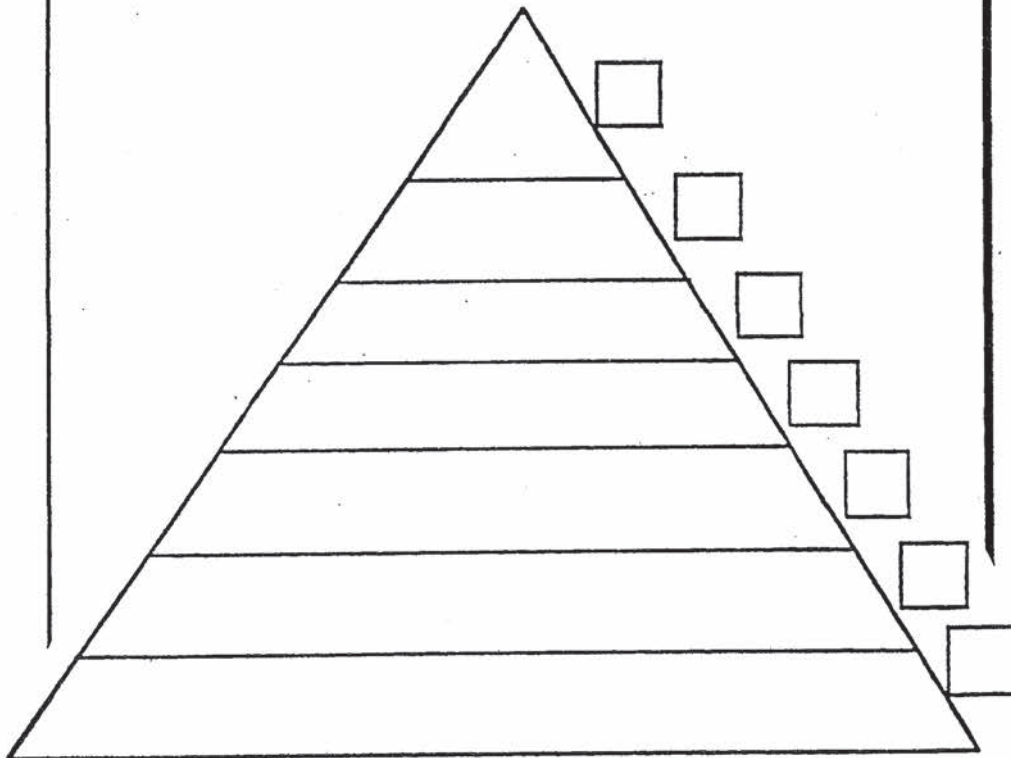
Skill practice

Make-up work

Independent study

Independent choice reading

# **"TRIANGLE OF LEARNING"**



Learning is not a spectator sport!

## Inspiring ACTIVE Learning

### Strategies For Your "Tool Kit"

#### 1.) Whip Around (pass option)

Description: Asking each student in turn to speak to an issue – quick response.

Purpose: To increase the number of students who speak up and to give students practice in responsible self-management. The Whip can be used with a row, table group and/or whole class depending on time, type of question, etc. Students have the right to pass but quickly see it's more interesting to jump in...

#### 2.) Question & Quick Write

Description: Students each write a response/answer to a question before the teacher calls on one student or announces the correct answer. Is also helpful prior to partner or group work.

Purpose: To maximize the number of students who actively think about a topic/issue/question before speaking or listening to others. Quick writes are very useful in terms of activating prior knowledge, reflecting on new information, and summarizing key points at the end of a lesson. I often have students keep quick writes over a unit of semester in their learning log/portfolio for later reflection.

#### 3.) Outcome Sentences

Description: Give students prompts to reflect on a lesson/experience using such phrases as; "I learned... I was surprised that... I am beginning to wonder if... The most important idea to me is..."

Purpose: To help students construct meaning learning for themselves and develop habits of learning from reflection on their experience (see CORE learning theory). Outcome sentences can be done using a quick write format, brief partner conversations, whole class whips or table group round robins.

#### 4.) Underexplain with Learning Partners

Description: Teacher explains material briefly, so that only some of the students fully understand it, and then asks partners to work together to help each other learn the material.

Purpose: To keep students actively involved in learning, exercise students' thinking power, and encourage students to develop the ability to support one another in the classroom. Don't let students struggle for too long if they are unable to solve the problem/do the work, but you want to give the message that adults expect young people to be able to think, learn, and support each other independently...

#### 5.) Voting

Description: Asking questions that cause students to voice opinion/take a stand non-verbally.

Purpose: To sample student thinking without slowing the pace of a lesson. Students can answer with hands up/down, thumbs up/down/sideways, 1,2, or 3 fingers showing your degree of confidence in your answer, etc... Voting allows you to turn most verbal-response questions into a quick vote to keep the pace up...

#### 6.) Choral Work

Description: Students repeating information aloud in unison, usually responding to teacher prompts.

Purpose: Heighten student engagement/involvement/energy and assist in recall of key facts, pronunciation, etc. Very useful with middle and high school students too! Sometimes the group will need the teacher to offer encouragement to increase the energy such as "say it again with gusto, speak up like you mean it, say it with a bit more power please", etc.

<sup>1</sup> Adapted from the GREAT little book; *Inspiring Active Learning: A Handbook for Teachers*. Merritt Hamlin, ASCD Publications, 1994. This book is loaded with powerful and practical strategies to energize and activate any classroom.

**INCREASING RESPONSE TO INSTRUCTION: Tools for Your Engagement Tool Kit**

"It's not what you say or do that ultimately matters... It **IS** what you get the students to do as a result of what you said and did that counts."

- 1) **Choral responses** - all say it together - wakes kids up - gives thinking time - very helpful to provide a cue such as holding your hands up - then drop to signal it's time to respond
  - \* cue students to show you they are ready...e.g. "thumbs up when you know..."
  - \* non-verbal choral responses too, "touch the word... put your finger under..."
- 2) **Partner responses** - one of the most potent strategies we have to increase active language use, attention, higher order thinking, etc. during instruction.
  - ✓ teacher chooses partners - alternate ranking based on literacy/social skills
  - ✓ assign roles - A and B, one and two ("A's tell B's 2 things we have learned about...")
  - ✓ specific topic - "what do you predict \_\_\_\_; two things we've learned about \_\_\_\_")
  - ✓ thoughtful questions/prompts - from literal basic information to inferential/evaluative
  - ✓ short time periods - 15 seconds, 1 minute, etc.
  - ✓ call on students **AFTER** they have practiced with a partner
- 3) **Written responses** - especially as your move up the grades (3 and above)
  - writing first increases thinking, accountability, focus etc.
  - provides the teacher with concrete feedback (e.g. "do I need to clarify this?")
  - connects written language to oral language
- 4) **Randomly call on students** (or "faux randomly!!")
  - NO hand raising questions ("Who can tell me \_\_\_\_?") - If it is worth doing ALL students need to be "doing the doing" of learning - NOT just watching others!
  - increases accountability, attention, focus, involvement - is more fun/lively...

**Academic Language Teaching**

- Provide students with the language tools (vocabulary and syntax) necessary to competently discuss the topic ("One consequence of the invention was rise in \_\_\_\_\_.")
- Model for students fluent use of response starters and have them repeat prior to partnering

**Multiple benefits of Partner Practice BEFORE Whole Class Discussions Include:**

1. increases number of students actively "doing the doing" of learning
1. all students get feedback/clarification/support from their partners
2. more time to think and rehearse - encourages reflection & thoughtfulness
3. students likely to be more confident and willing to share with the group
4. all students have an opportunity to utilize target academic language
5. increases the odds students are attentive, engaged in the instructional conversation
6. teacher has written/spoken "evidence checks" of learner engagement
7. informal assessment - teacher can listen in or "dip stick" 2 or 3 pairs, provide re-teaching/clarification and elaboration if necessary

Feldman/Kinsella 9/04



## Processing Strategies and Activities

### 3-2-1:

In your journals (or with your partners, or in your small groups, etc.) Summarize 3 ideas you learned from our work today. List 2 ways that today's work connects with what you already know. Write 1 "I Wonder..."

**3-2-1 Understanding:** Teacher assigns meaning to each of the 3 numbers so that students can use them for quick response, i.e., 3—I totally understand, 2—I need more explanation, 1—I'm totally confused.

**Agreement Circles:** Used to explore opinions. As students stand in a circle, facing each other, the teacher makes a statement in relation to content, a news event, etc. Students who agree with the statement step into the circle, while students who disagree remain standing in the outside of the circle. Both sides are asked to give support to their opinions.

**Anticipation Guide:** Checklist written to activate prior knowledge. Students mark how their beliefs before the unit of study or the section of reading, and again after the unit of study. Read each statement. Mark whether you agree or disagree with the statement. At the end of the reading, re-read the statements and mark whether you agree or disagree with the statement. Be ready to support your new beliefs with evidence from the reading.

Agree	Disagree		Agree	Disagree
		1. Fungi must form spores to reproduce. Support It:		
		2. All mushrooms are safe for us to eat. Support It:		
		3. Yeast is a form of fungus. Support It:		
		4. Penicillin made by a fungus. 5. Support It:		

### Carousel Brainstorm:

Students work in small groups of 3 or 4. Each group has a piece of newsprint/chart paper. Each group has a different subtopic written on the top (based on the main topic that is being studied). Each group also has only ONE color of marker.

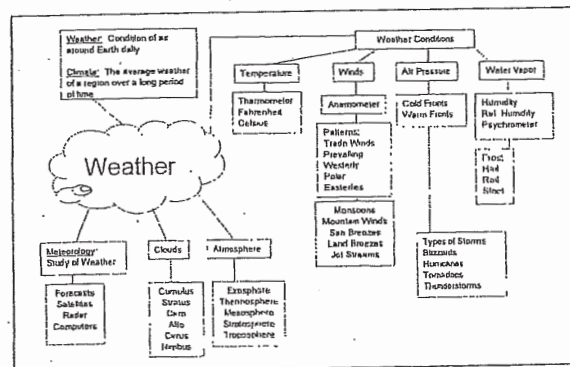
Explain that they will have a short time (30 to 45 seconds) to think and write down on their chart all the words that can be associated with their subtopic. Then when the time is called, they will then pass their paper to the next group (pre-assigned of course).

Again, give a short amount of time and each group adds more words in the new color marker. The pass is made again.

The third and fourth pass may need a little additional time to read the words and think of words that are not already on the chart. Let them pass it the final time to the group who had each sheet first.

On the final pass you can let each group look at all the words on their chart and find 3 to 5 words that best describe or sum up their subtopic and be able to explain why.

**Concept Map:** A graphic organizer that allows learners to identify relationships between concepts by drawing and connecting keywords and graphics representing those concepts.



**Crumpled Question Toss:** Each student writes a question about what has been studied or discussed during the unit or during that day's class on a piece of paper. Have them crumple the paper into a ball and gently throw to another student. Students open the balls and record an answer on the paper under the question. Each student then re-crumples the paper and throws. In the second round the students read and then add any needed information to the answer given. Crumple and throw one more time. The next student reads the question, the response, and the add-ons; and makes any other additions or edits before being ready to present the information to the rest of the class. The Toss can be varied by beginning the toss with prewritten questions on each page.

**Do Three, Then Ask for Me:** A strategy to promote focus for a short period of time. Student is asked to complete three "problems, sentences, etc." and then raises hand to ask for feedback before moving on.

**Draw a Picture:** Using a non-linguistic representation to symbolize the content that is being studied and all of its components is a necessary pathway for many students. For kindergarten and early primary students it is a critical pathway to take to help process understanding of some concepts. Hearing a chunk of new information and then drawing that understanding, then explaining what the drawing represents to another student is a way to make sense and meaning of the new concept.

**Frisbee or Ball Toss:** Students can remain at their seats or better yet can stand in a circle in the room in order to see one another. Ask the students any question about the content for that day, that chapter, or the unit, such as, "When you catch the tossed ball (or Frisbee) tell something that you found important about \_\_\_\_\_, or amazing, or something about \_\_\_\_\_ that you were surprised to learn." It can be any question that gives you an opportunity to hear what from the learning they are finding important, what misconceptions they may still harbor that you need to correct, and what is not being mentioned that you might want to emphasize a bit more.

**Gel boards, dry-erase boards, wall-boards (individual):** any small board with marker that can be used to answer individually yet in the group in a "Show Me" way so that the teacher can see all answers at once in a quick overview.



**Give One, Get One:** Have the students review the most recent learning. It could be that day's new learning, a review from the week, or the unit. Give them a moment or so to choose and write down a couple of highlights from the material that they think are the most valuable points.

At your signal the students take their notes in hand and begin to circulate around the room to find a processing partner. They meet with the first partner. Each partner shares one idea that is an "ah-ha", a most valuable piece of information, something new that they've learned, or something that they've re-heard and that's made new meaning to them. After both have shared and the signal is given, the students move about the room and find a second partner. They give away another idea, and get the second of the two new ideas. After the signal is given the second time, everyone returns to their seats. Music played in the background is helpful and encouraging to the task.

**H-Diagram:** assessment and/or processing tool in the shape of an **H** used to link two items by attributes and characteristics of items (things, people, places, ideas, etc.) String or yarn on the floor with actual items can be used for younger students as kinesthetic processing.

**Journal Entry:** Writing done to encourage reflection or exploration of ideas of interest. Questions for reflection are often given by the teacher.

**Luck of the Draw:** All students' names are put into a container. At the end of class, a student's name is drawn from the container. At the beginning of the next class the student whose name was drawn is required to present a 3-5 minute review of the previous day's lesson.

**Music:** Using music to process content in all grade levels is important but is especially essential at the kindergarten level as it gives students opportunities to repeat the information again and again; the content stays in the mind more easily with rhythm; and the body learns the content more effectively with muscle memory.

**P-M-I:** This assessment tool devised by Edward de Bono gives students an opportunity to see different perspectives of a topic being studied. The student looks at the P (positive aspect of the topic), the M (minus or negative side of a topic), and the I (intriguing or interesting side of a topic). The S box gives students the opportunity to think through questions, suggestions, or ideas for further study, and the Suggestions for Sentence Starters supports those students who are emerging as questioners.

Plus-Minus-Intriguing (PMI)
P (+)
M (-)
I (I)
S (Suggestions)
Plus: I like _____. I agree that _____. I'll remember _____. I am going to use _____. Minus: I don't like _____. I disagree with _____. I think _____ should be changed. Intriguing: I am still thinking about _____ because _____. I am not sure about _____ because _____. Suggestions: Next time we can _____. I wish the author would _____. This would have been easier if _____.

**Rule of Three:** A strategy that promotes independence in learners by encouraging a student to seek help from three other learners before requesting help from the teacher.

**Say It In Another Voice:** Having students repeat word for word what you want them to remember can be a helpful way to process information. Rote memory is NOT always a bad thing. Sometimes change your voice and have them say it differently—high voice, low voice, scary voice, sing-song voice. Try a variety. They'll laugh and learn.



**Text-to-Text, Text-to-Self, Text-to-World** (Stephanie Harvey):

Students respond to the work at hand in relationship to something that reminds them of the same thing from another text; something from the learning that connects to themselves; and something from the learning that connects them to the world-at-large.

**T-Chart:** T-charts are used to organize information in any content area and for many purposes. They help students form see likes and differences, place items and ideas into categories, make distinctions, and form generalizations.

Facts	Opinions	Information	Inferences	Truth	Fantasy

Information	How I'm Connected	Main Events	Predictions

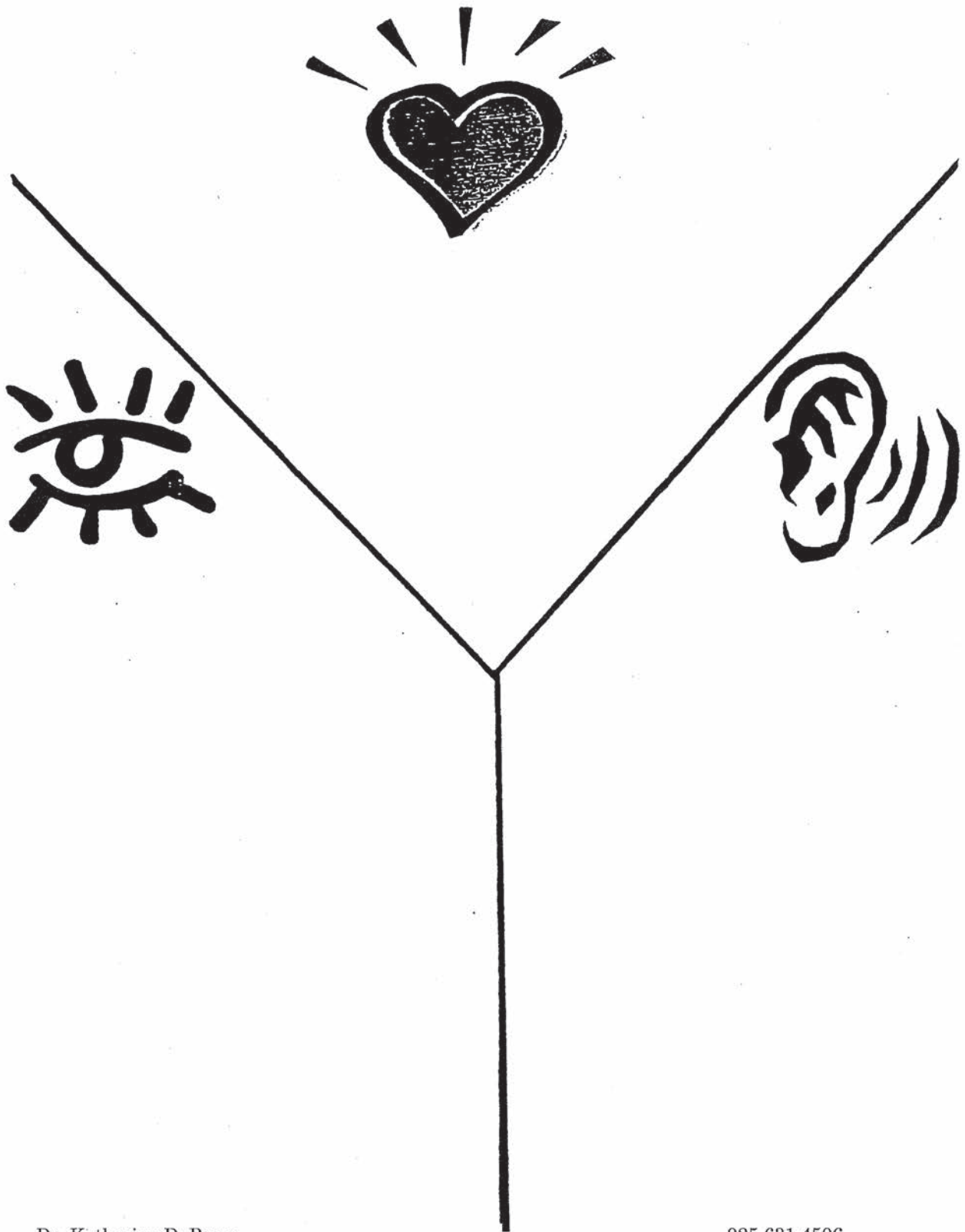
What the story is about	What it reminds me of



**Venn Diagram:** Formative or summative assessment and/or processing tool used to link two items by attributes and characteristics of items (things, people, places, ideas, etc.) String or yarn on the floor with actual items can be used for younger students as kinesthetic processing.

**Window Pane:** an opportunity to process through new learning in 4 to 6 different sections as learning occurs in diverse ways.

Window Pane On Healthy Living Unit	
How is creating a nutrition plan for yourself like designing your class schedule for your senior year?	My new definition of fitness is...
What new information do you now have about aerobic and anaerobic exercise?	Explain the importance of body mass index (BMI). Give an example.



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## Give-One-Get-One Worksheet


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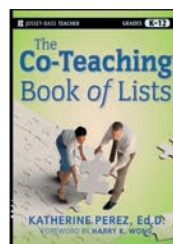
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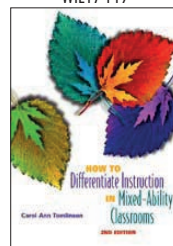


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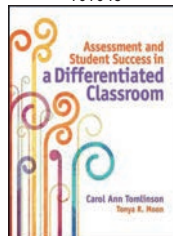
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	WIL15516	Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners	\$37.95
	CO6309	More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction	\$37.95
	111021	Teaching 21st Century Skills: An ASCD Action Tool	\$69.00
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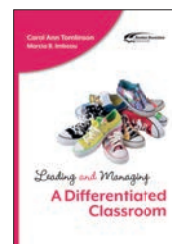
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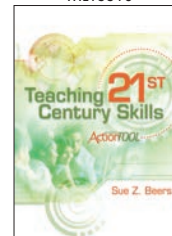
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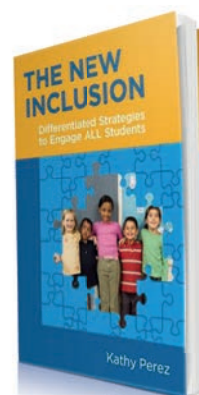
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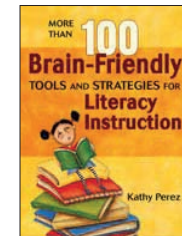
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